

**FACULTY SENATE  
ANNUAL  
STANDING COMMITTEE REPORT**

*2021-2022 ACADEMIC YEAR*

*Prepared for the Central Washington University Faculty Senate*

**Faculty Senate Committee: General Education Committee (GEC)**

*Committee Chair: Teresa Walker*

*Committee Representation:*

- Members
  - Michael Braunstein (COTS) (he/him/his)
  - John Choi (CEPS)
  - Elaine Glenn (COTS) (she/her/hers)
  - Tim Hargrave (CB) (he/him/his)
  - Peter Gray (CB)
  - A.I. Ross (CAH) (they/them/theirs)
  - John Neurohr (CAH) (he/him/his)
  - Maura Valentino (LIB)
- Ex Officio Members
  - Michael Goerger (Faculty Senate Executive Committee Liaison)
  - Vacant (Provost's Representative)
  - Mike Gimlin (Office of the Registrar)
  - Lidia Anderson (Enterprise Application Services)
  - Emma Alter (Enterprise Application Services)
  - Scott Carlton (Academic Advising)
  - Megan McConnell (Direct Transfer Center)
- Student Representative
  - Brayden Smith
- Guests
  - Maureen Rust, Liane Pereira, Sayantani Mukherjee, and Bobby Cummings (ADI Committee members)
  - Trista Drake-Jones (Office of the Associate Vice Provost)
  - Michelle DenBeste (Provost)

*Committee Charges: (Full 2021-22 FACULTY SENATE GENERAL EDUCATION COMMITTEE CHARGES posted to the Web)*

According to Faculty Code Section IV.D.1.a:

*The General Education Committee shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend programs and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested by or approved by the Senate Executive Committee.*

Our expectation is that you will continue pursuing the responsibilities outlined in your charge in the Senate Bylaws and Faculty Code. In addition, we request that you consider the following items this year (ordered by highest priority/ most immediate need):

GEC21-22.01 Consider developing a process to define how and when a course can change Knowledge areas or from First year to a Knowledge area or vice versa **Timeline:** Fall quarter – High Priority

*Please refer to Appendix A. Consider revisions to policy stating that courses cannot move knowledge areas without changing the course number (as one option).*

GEC Response to Charge:

- The GEC discussed movement of courses from one component area element to another and determined to consider each proposal on a case-by-case basis.
- The Academic Requirements reports will reflect the General Education program annually to accurately reflect program changes.

Charge Status: Completed

GEC21-22.02 Continue working with the ADI ad-hoc committee on policy language about the anti- racist and/or a race and ethnicity graduation requirement for undergraduate students **Timeline:** Fall Quarter

*A proposal for an ADI graduation requirement was passed by faculty senate in June 2021. As the ADI ad-hoc committee develops a model for this new graduation requirement, please work with the committee on how GenEd fits into this requirement.*

GEC Response to Charge:

- The ADI Committee was invited to share framework ideas with the GEC. A healthy discussion was had.
- Notice of ADI forums were added to the GEC meeting agenda as a reminder to GEC members.
- GEC Chair Elect, Maura Valentino, reviewed proposed ADI learner outcomes and identified similar alignment currently existing within the GenEd program.

Charge Status: Completed (to date).

GEC21-22.03 Consider mapping paths within the existing GenEd framework for online-only students to be able to complete GenEd requirements.

*Creating GEC approved paths for completion of GenEd requirements for online-only programs will assist students in CWU centers and online degrees. Please consult with Lauren Hibbs, Executive Director of Extended Learning and Outreach*

GEC Response to Charge:

-Generated a master list of all General Education courses in the AY 2021-22 framework (with the exception of 184 and culminating experience courses). Sent a breakout list to each college and the library. Associate Deans identified those courses that were typically offered online and in which quarter(s).

-Used the AY 2021-22 Populated Framework to highlight courses offered online every quarter (except summer).

-Shared the highlighted Populated Framework of online courses with Associate Deans, Lauren Hibbs, and Joy Fuqua

Charge Status: Completed (suggest annual follow-up with updates as needed).

GEC21-22.04 Consider developing an MOU or a permanent process regarding transfer students and GenEd requirements when university closures occur, and students are in need of immediate transfer. **Timeline:** Winter Quarter

*Consult with Megan McConnell, Transfer Center Director, and Associate Vice Provost Gail Mackin*

GEC Response to Charge:

-Language was proposed by Gail Mackin. The GEC reviewed and decided the language needed revision. New draft language was reviewed, revised, and recommended by the GEC.

-The GEC believes policy placement is most appropriate for consideration by the Academic Affairs Committee.

Charge Status: Completed by GEC & ready for Academic Affairs consideration.

GEC21-22.05 Review existing S/U policy and consider revisions. **Timeline:** Spring Quarter

*Existing policy has a potential impact on GenEd integrity and may need revision or improved clarity. Develop draft revisions then consult with the Academic Affairs Committee to move the policy forward through the senate process.*

GEC Response to Charge:

-GEC Chair consulted Greg Lyman and Gail Mackin to share more direction, language was reviewed, discussed, and revised by the GEC.

-S/U policy revision was approved by Faculty Senate.

Charge Status: Completed

GEC21-22.06 Review and approve proposals to add courses to or remove courses from the General Education program. **Timeline:** End of Fall quarter

*Consistent with the mission and purpose of the Faculty Senate General Education Committee, the committee will review course proposals for inclusion in the General Education Program. For courses selected to be in the General Education Program, please adhere to curriculum committee deadlines to ensure a program change can be submitted on time for their implementation and inclusion in the Fall 2022 course catalog.*

GEC Response to Charge:

- Created proposal review rubric.
  - Provided proposal review professional development for new GEC members.-
  - Completed proposal review in time for program change proposal.
- Charge Status: Completed for AY 2021-22 (ongoing).

GEC21-22.07 Review student petitions to courses from the General Education program. **Timeline:** Ongoing

*Consider exploring options for streamlining the petitions approval/denial process.*

GEC Response to Charge:

- Worked with Office of the Registrar to establish an updated student petition form and electronic process.
  - Established a student petition review cycle per quarter in order to help the GEC know what to anticipate and limit focus of meetings.
- Charge Status: Completed AY 2021-22 (ongoing).

GEC21-22.08 Review, seek broad input, and make decisions about proposed General Education Program framework and rules changes. **Timeline:** End of Fall quarter, in order that they appear on winter quarter Faculty Senate agenda.

*This year the GEC may consider proposals for changes to the framework and rule of the General Education Program. The committee should solicit broad input and follow policy outlining the program change process as listed in CWUP 5-100-040. In addition, please adhere to curriculum committee deadlines to ensure any program changes can be submitted on time for implementation and inclusion in the Fall 2022 course catalog.*

GEC Response to Charge:

- This charge was delayed until next year at the suggestion of Faculty Senate Executive Committee Chair, Greg Lyman since no rules/framework change was

pending. Movement between component area elements was resolved without changes to rules.

-The GEC will begin assessing pathways in year 4 (AY 2022-23) so pathway discussions were put on hold.

-The GEC added an optional response area for GE recommendations/considerations to the Instructor Feedback Form used to collect data for courses included in Year 3 Assessment.

Charge Status: Considered and primarily postponed, suggested for AY 2022-23.

GEC21-22.09 Collaborate with the General Education Assessment Coordinator, Dan Martin, on developing assessment indicators, drafting procedures, and collecting data for the general education program assessment plan.

Communicate an assessment product with stakeholder appropriate reporting.

**Timeline:** Winter quarter.

*GEC previously created an assessment timeline. However, there is still work to do regarding the overall assessment plan.*

*GEC Response to Charge:*

-The GEC Chair and Assessment Coordinator established standing weekly meeting throughout Fall quarter 2021. Two main areas of assessment data collection needs were established. Student performance assessed by instructor (process established in 2019 for use in Canvas) and course-level per instructor in newly established Canvas Gen Ed Assessment Year 3 course.

-The GEC finalized the General Education Assessment Plan (guided by and aligned to existing policy) Winter quarter 2022.

-Canvas "course" for Gen Ed Assessment Years 1, 2, and 3 as a repository for data collection and to increase efficiency of course re-review by the GEC for each instructor.

-Instructor Assessment Feedback Form was created and populated with course information as proposed to General Education (in Curriculum). In addition, the Instructor Assessment Feedback Form was copied leaving two columns blank for response (activities and GE learner outcomes).

-The GEC developed a re-review rubric and began to engage in re-review of submissions in Canvas Gen Ed Assessment Year 3.

-The GEC Chair populated the Canvas Gen Ed Assessment Year 1 and Year 2 courses with populated Instructor Assessment Feedback Forms for each course. This will ease the preparation and transition to assessment years 4, 5, and 6 by affording the ability to copy the course and make updates as needed.

Charge Status: Completed for AY 2021-22 (ongoing).

GEC21-22.10 Investigate how GenEd course changes affect students' Academic Requirements reports and the issues that arise. **Timeline:** Spring Quarter.

*Please consult with Lidia Anderson and Emma Alter in Information Services*

*GEC Response to Charge:*

-Lidia Anderson and Emma Alter were added as ex officio GEC members to add perspective to GEC decision making.

-The Academic Requirements reports will reflect the General Education program annually to accurately reflect program changes.

-Prefix issues were address in IS to avoid potential harm to students.

-System errors were addressed as needed.

Charge Status: Completed for AY 2021-22 (ongoing as needed).

GEC21-22.11 Continue exploring options on how GenEd milestones are displayed on students' transcripts. **Timeline:** Spring Quarter.

*Progress was made on this last year but may not be fully completed yet. Please consult with Rose Spodobalski-Brower in the Office of the Registrar.*

*GEC Response to Charge:*

-Additional pathways work is anticipated in year 2022-23 to better ensure the academic integrity. Currently, pathway criteria is challenging to track. Completing 5 or more courses in a single pathway does not ensure a student has experienced all criteria for the pathway, given a course is only required to address two criteria areas.

-Meeting pending (GEC Chair & Rose Spodobalski-Brower) to further discuss pathway recognition. Anticipated prior to the end of May 2022.

Charge Status: In progress, suggest continuation and prioritization in AY 2022-23.

GEC21-22.12 Continue analyzing the implications and options regarding organizational placement of the General Education Program and its operation as an independent unit. **Timeline:** Ongoing

*General Education curriculum, policy, and committees are governed and owned by the Faculty Senate. However, resources specific to program operation have historically been distributed by the Provost's Office. Curriculum in the program is contributed by departments across campus. GEC should continue exploring options for potential reorganization, streamlining, and program efficiencies.*

*GEC Response to Charge:*

-The GEC gathered data to share concerning challenges that occurred or were exacerbated by the current GE structure within the university.

-The GEC Chair and GE Assessment Coordinator served on the search for the new position of Dean of Undergraduate Studies. This position is anticipated to have some oversight/coordination responsibilities for the General Education program.

Charge Status: Ongoing suggest prioritization for AY 2022-23.

GEC21-22.13 Continue to review transfer articulations that relate to the General Education program. **Timeline:** Throughout year as needed

*Work with the registrar to continue building transfer articulation agreements between regional institutions with a focus on our general education program. Please also consult with Megan McConnell, Transfer Center Director.*

GEC Response to Charge:

-Established a student petition review cycle per quarter in order to help the GEC know what to anticipate and limit focus of meetings.

-The work completed by the GEC in 2020-21 allowed student petitions to be reviewed by the Office of the Registrar. The GEC did not receive student petitions during the 2021-22 academic year.

-Drafted university/college closure process.

Charge Status: Completed for AY 2021-22 (ongoing as needed).

*Report on the Activities of the Committee:*

- Meeting Dates and Times
  - ⇒ Time: Mondays, 3:10 PM – 5:00 PM
  - ⇒ Fall Quarter: September 27, October 4, 11, 18, 25, November 1, 8, 15, 22, 29, December 6
  - ⇒ Winter Quarter: January 10, 24, February 1, 7, 14, 28, March 7, 14
  - ⇒ Spring Quarter: April 4, 11, 18, 25, May 2, 9, 16, (23 pending)
  
- Minutes
  - ⇒ Should be posted to the Web
  
- Motions (Motion No. and Current Status)
  - ⇒ May 4, 2022
    - Motion No. 21-53: Recommend amending CWUP 5-100 General Education policy as outlined in Exhibit N. (approved by FS)
    - Motion No. 21-54: Recommend amending General Education Committee procedure manual as outlined in Exhibit O. (approved by FS)
  - ⇒ April 6, 2022 (none)
  - ⇒ March 2, 2022
    - Motion No. 21-32: Recommend approval the 2022-2023 General Education program change as outlined in Exhibit I. (approved by FS)
  - ⇒ February 2, 2022 (none)
  - ⇒ January 12, 2022 (none)
  - ⇒ December 1, 2021
    - Motion No. 21-18: Recommends approving CWUP 5-100-070 as outlined in Exhibit E. (approved by FS)
  - ⇒ November 3, 2021 (none)
  - ⇒ October 6, 2021 (none)

- Items of Interest
  - ⇒ Primary interests were covered by charges.
  
- Successes
  - ⇒ Having student representation for a third year in a row.
  - ⇒ Review and decision making of General Education proposals.
  - ⇒ Program change approval for Academic Year 2022-23.
  - ⇒ Further streamlining of proposal review process including development of evaluation rubric for committee use.
  - ⇒ Development of a sustainable and dynamic General Education Assessment plan.
  - ⇒ Incorporation of Canvas GenEd Assessment Year “courses” to use for collecting and interpreting course level (class) data.
  - ⇒ Development of re-review rubric for course level (class) data interpretation.
  - ⇒ Action on all 13 charges.
  
- Concerns
  - ⇒ CWU’s structural disconnects with administration-related responsibility, authority, and capacity.
  - ⇒ Lack of GEC representation in discussions and decision making throughout the university.
  - ⇒ Lack of communication path and plan, especially for assessment practices.
  - ⇒ Elimination of the GE Director position meant most responsibilities fell to GEC Chair with limited workload release.
  - ⇒ The lack of GEC representation beyond the committee itself.
  - ⇒ The opportunity for courses to adequately represent multiple pathways, tracking criteria rather than learner outcomes, transcript representation and the academic integrity of such.
  
- Recommendations
  - ⇒ The GEC suggests the FSEC consider a charge to the GEC to explore the academic integrity of pathway criteria and how a pathway milestone can be recognized.
  - ⇒ The GEC suggests the FSEC consider a charge for the Academic Affairs Committee to resolve an issue with CLEP. While World Languages and Cultures re-tests students who have passed CLEP tests for placement into their own courses, this does not address the question of what to do with CLEP tests that are taken solely to satisfy the foreign language graduation requirement (which is no longer a general education requirement).



⇒ The GEC suggests the Academic Affairs Committee considers policy placement to identify handling transfer interest of students who experience university/college closure.